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ABSTRACT

The American Psychological Association (APA) was founded July 8, 1892. From the beginning it is clear that practicing psychologists had a strong focus on children. In the first quarter of APA's history most applied psychologists were working with children and youth. A splinter group, the American Association of Clinical Psychologists (AACP) was formed in 1917 with about 25% of its members employed in schools. Two years later a Clinical Section was formed in APA, absorbing most AACP members. In 1921 a certificate was developed for consulting psychologists for a review of credentials. The American Association of Applied Psychologists published a Model Certified Psychologist Act in 1939. In 1944-46 APA reorganized and divisions were formed as interest groups outside governance structure. In 1947 the APA Board of Directors appointed a Committee on Training in Clinical Psychology. In 1949 a major training conference in Boulder, Colorado established the scientist-practitioner model and shifted the focus of clinical training to adults to help treat returning veterans and their families. The 1954 Thayer conference resulted from the lack of consideration for children and schooling at the Boulder conference. In 1967 accreditation of graduate programs in school psychology was authorized. In 1977 Standards for the Providers of Psychological Services was approved. In 1981 specialty standards for clinical, counseling, industrial, and school psychology applied the general standards. In 1987 APA revised its model licensing act with an exemption for practicing school psychologists. (ABL)

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APA 8/15/92

The influence of school psychologists in APA on APA . . .

by Joseph L. French
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APA was founded July 8, 1892 at Clark University with G. Stanley Hall organizing the meeting and becoming the first president Eight of the first 10 APA presidents engaged in activities similar to school psycholgists of today and could have belonged to the division of school psychology, if there had been divisions in APA. Each of the four speakers at the first APA convention six months later, whose pictures appear on the cover of the August 1992 American Psychologist, might have been Division 16 members, if divisions existed then. Hall wrote on adolescence and guided the child study movement, James McKeen Cattell was the first to use "mental tests" in the title of an article recognized as the first modern scientific paper on psychological assessment (Matarazzo, 1992), Joseph Jastrow demonstrated "mental anthropometry" at the Chicago World's Fair of 1893, and Lightner Witmer is generally acknowledged as the father of the clinical method and of school psychology.

In describing his work in December 1896 to the four-year-old APA, Witmer made four points - each included the word "children," three included the word "school," and he concluded that he intended to prepare people for a new profession i.e., psychological experts "who should find . . . (a) career in connection with the school system, through the examination and treatment of mentally and morally retarded children, or in connection with the practice of medicine" (Witmer, 1907, p. 5). (In those days "morally retarded" was the label for those known today as "socially maladjusted.")

In the first paragraph of volume one of the journal he founded, Witmer said "During the last ten years, the laboratory of psychology at the University of Pennsylvania has conducted, under my direction, what I have called 'a psychological clinic.' Children from the public schools of Philadelphia and adjacent cities have been brought to the laboratory by parents or teachers; these children had made themselves conspicuous because of an inability to progress in school work as rapidly as other children or because of moral defects which rendered them difficult to manage under ordinary discipline" (Witmer, 1907, 1, p1).

From the beginning, it is clear that practicing psychologists had a strong focus on children and that Witmer's advocacy for the clinical method was based on his work with children and their education. In the first quarter of APA's history, most applied psychologists were working with children and youth.

The need to mobilize manpower for World War I, to facilitate industrial and business expansion and production following that war, and the psychological needs of service men and women and their families following World War II shifted the emphasis of many clinically oriented psychologists from children to adults. As the focus of American psychology moved from children to adults, the importance of advocacy within organized psychology and to its consumers by school psychologists has increased.

Briefly, I will identify key dates and events and the role of school psychologists that shaped the present condition.

A splinter group, the American Association of Clinical Psychologists (AACP), was formed in 1917 with about 25% of its members employed in schools

Two years later a Clinical Section was formed in APA, absorbing most AACP members, to

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develop "qualifications of psychological examiners and other psychological experts" (Committee, 1919). The report was signed by eight persons, including two school psychologists (Mabel R. Fernald, Cincinnati and Helen T. Wooley, Merrill Palmer, and a former school psychologist in Cincinnati) and two professors involved in the preparation of school psychologists (Leta S. Hollingworth, TC Columbia and Lewis M. Terman, Stanford). About one-third of the members of the section were psychologists working with school-age children or professors associated with preparation of school psychologists (Augusta Bronner, Edgar Doll, Grace Fernald, Mabel Fernald, Arnold Gesell, Leta S. Hollingworth, Bertha Lucky, Francis N. Maxfield, David Mitchell, Clara Schmitt, A. H. Sutherland, L. M. Terman, J. E. W. Wallin, Lightner Witmer, Elizabeth Woods, Helen Wooley, and Frederick Kuhlmann.

In 1921 a certificate was developed for consulting psychologists for a review of credentials and $35, a big sum in 1921. A number of psychologists employed in the schools were among those certified, even at that price. The certificate was soon abandoned because there was no means of limiting practice to those who had one and, the charlatans did not apply.

The American Association of Applied Psychologists published a Model Certified Psychologist Act in 1939 - six years before any state enacted legislation. The model was clearly influenced by the criteria used by the State Education Agencies (SEA) in PA and NY to certify school psychologists. The first state to regulate psychologists for independent practice passed the bill in 1945, 12 years after Pennsylvania began regulating school psychology through the SEA (State Council of Education, 1934). By 1945, SEAs regulated school psychologists through certification (CN, IN, ME, ND, NY, PA, and OH).

In 1944-46 APA reorganized. Divisions were formed as interest groups outside the governance structure. In the early stages, many thought school psychologists would join divisions for clinical, consulting, and/or educational psychologists. However, the Division of School Psychologists (16) was formed over protests led by Edgar Doll. With the reorganization, each division and a few state associations qualified for seats on APA's legislative body, the Council of Representatives. Of approximately 100 seats on Council, the Division of School Psychology had three seats, eventually five, but only three now.

In 1947, the American Board of Examiners in Professional Psychology (ABEPP) began to award diplomas in clinical, counseling, and industrial psychology. More than 20 of the charter diplomates were Division of School Psychology members.

Also in 1947, the APA Board of Directors appointed a Committee On Training in Clinical Psychology. The six members included Bertha Luckey, Chief Psychologist in the Cleveland public schools. Criteria were developed during the year and published in the December American Psychologist. The committee was expanded to nine and augmented with 34 visitors. Visits were made to 43 programs with about half receiving full approval by 1949. Luckey was a frequent visitor, and oral histories suggest she was a severe judge.

Also in 1949, a major training conference was held in Bolder, CO (Raimy, 1950). Practically all of those attending were college professors, with few of the 73 conferees known for their work with school psychologists. Notable exceptions were Robert Bernreuter, T. Ernest Newland, Seymour B. Sarason, and Carrol Whitmer. William R. Grove of Phoenix was the representative of school psychologists. Bertha Luckey was one of five members of the Committee

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on Clinical Training to attend. (Only two of 73 conferees were from the schools and only six of 73 have been identified with school psychology.) Several of those attending thought dealing with adults would be less messy than dealing with children and their parents, teachers and classmates (Sarason, 1988). The conferees established the scientist-practitioner model and shifted the focus of clinical training to adults to help treat returning veterans and their families.

With an approved list of programs accredited by APA, and thereby recognized as of high quality, significant financial support from the VA and USPH became available for training in universities and in internship settings.

The 1954 Thayer conference resulted from the lack of consideration for children and schooling at the Bolder conference and in follow-up activities. At the urging of Division of of School Psychology president Frances Mullin and with support from the whole Executive Committee, the APA E&T Board sought and received funds to finance the conference. Many of the 48 delegates were school psychologists. The book, School Psychologists at Mid century (Cutts, 1955), including the proceedings, was the first hard cover volume published by APA. Principles agreed upon in the Thayer Hotel still guide the preparation of school psychologists.

Twenty years after authorizing accreditation in clinical psychology, the APA Council of Representatives authorized accreditation of graduate programs in school psychology in 1967. This followed a recommendation from the E & T Board, including D-16 stalwarts Susan Gray, Mary Alice White, and Boyd McCandless among its 10 members. The vote followed presentation of much data to support the need , a trial visit to Rutgers, and strong support from Jack Bardon, Virginia Bennett, Julia Vane and Jan Duker. To date, no other specialty has achieved that status.

Over several years, Mary Alice White argued without success for an ABEPP diploma for school psychology. In 1967, following recognition by APA of the accreditable status of training programs in school psychology, the ABEPP extended diplomate status to school psychologists. White was a member of both the ABEPP Executive Committee as well as a member of the APA E & T Board and was known by colleagues as bright, articulate, aggressive, persuasive, and strong champion of school psychology.

About 15 psychologists who were already diplomates in clinical or counseling and two school psychologists who were not diplomates participated in trial oral examinations to help develop forms and procedures. White, with assistance from a committee from D-16, developed the written examinations. The first awarded the Diplomate in school psychology were William H. Ashbaugh, James, R. Barclay, Jack I. Bardon, Marie Skodak Crissey, Jan D. Duker, Patilu Farquharson, Susan Gray, Walther L. Hodges, Sarah F. Holbrook, William M. Littell, T. Ernest Newland, Beeman N. Phillips, Gilbert M. Trachtman, Julia Vane, and Mary Alice White. (7 women, 8 men). Virgina Bennett was the first to pass the written and oral examination. School was the fourth specialty in ABEPP following clinical, counseling, and industrial, but now there are nine post-doctoral specialties.

Standards for the Providers of Psychological Services were approved by APA in 1977. D - 16's Marian D. Hall was on the small APA committee. Leon Hall of Oakland, MI schools provided helpful input during the six years the report was in preparation.

Specialty standards for clinical, counseling, industrial, and school psychology were

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developed to apply the general standards to these four recognized specialties in 1981. School was the only specialty to apply the standards to a school age population. The role of school psychology was defined for all psychologists and for consumers in that document. Jack I. Bardon and Nadine M. Lambert represented school psychology on the APA committee to develop the guidelines in concert with psychologists from other specialties. Walter B. Pryzwansky chaired the D-16 committee, which worked collaboratively with Bardon and Lambert and the rest of the APA committee.

APA revised its model licensing act again in 1987. It included an exemption for practicing school psychologists, a portion finalized on the floor of the Council of Representatives, with arguments from D-16 representatives and supporting colleagues.

Last year, a proposal for restructuring accreditation was brought to Council from a task force which had entertained heated debates over several years. In the proposal, representation was increased for several constituencies but not for school psychology or, for that matter, for representatives committed to services for children. On the floor of Council, persuasive arguments were provided to bring about an increase in representation for both school and counseling. Without several representatives on the Council, that change would not have been made.

Other examples could be given, but those given should make the point. APA governance and legislation has been influenced from within the organization by school psychologists from the beginning. Now, APA enrolls more than 114,000. Of the regular members, 62% are licensed or certificated by their state as practitioners, and 65% are working in health care. In recent years, the Council of Representatives make-up has changed. Significantly more members representing state psychological associations and a new clinically oriented divisions. With only 2,000 persons in D-16, and with a smaller percentage of state psychological association members being school psychologists than 20 years ago; wielding the influence of yesteryear in APA is not easy.

By special education standards, 2% of a population is considered exceptional. In APA memberships, school psychology is exceptional. Less than 2% of the APA belong to the Division of School Psychology. Gratuitously, no more than 4% are in the field of school psychology in contrast to 25 to 35% in the early years. Yet, in looking through lists of Boards, Committees and Task Forces in the July 1992 American Psychologist, there were more voices for school psychology than one might think. Division of School Psychology members are in 41 slots on 20 Boards, Committees and Task Forces - including four chairs (Steven DeMeers, Nadine Lambert, Thomas Oakland, and Walter Pryzwansky). In most instances, they were not appointed or elected to represent the division. In fact, including three members of the APA/NASP IOC, four of the 41 are there to represent NASP. Most were appointed because they are psychologists known for their competence and potential for functioning in a particular role. If more school psycholgists, particularly those with interest in getting things done through organizations, belonged to APA and to D-16, school psychology would be even better represented.

Today, I see school psychology continuing to bridge between education and psychology with APA relating more effectively to most governmental bodies such as NSF, NIMH, ADAMHA and state psychological associations and NASP relating more effectively with ED and state education associations.

In the future, I hope to see APA change from an Association to a Federation so that the

Division and NASP could merge. Such a merger would bring many more school psychologists into organized psychology. They would have more autonomy and resources than they do now in the Division while still operating within American psychology. As part of psychology instead of separate from it, members would have more influence on the practice of psychology and, in turn, with children and youth. Both psychology in general and school psychology would be better off.

While projecting to the future but without much of a base in history, I see greater use of para professionals by school psychologists and increased realization that psychological service units (defined in APA's general guidelines of 1977 and specialty guidelines for school psychologists of 1981) can provide a greater range of services to the schools than individuals practicing independently. As this occurs there will be less need for each school psychologist to be a "super" psychologist. Instead, personnel with complimentary proficiencies, and para professionals to assist them, will work together in providing the range of services needed in the schools.

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Abstract/Outline

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In describing his work to the four year old APA Witmer concluded that he intended to prepare people for a new profession i.e., psychological experts "who should find . . . (a) career in connection with the school system, through the examination and treatment of mentally and morally retarded children, or in connection with the practice of medicine"

1917 - AACP formed with 25% of its members employed in schools

1919 - A Clinical Section was formed in APA, absorbing most AACP members, to develop "qualifications of psychological examiners and other psychological experts" 4 of 8 signing were school psychologists or profofessors preparing psychologists for work with children

1921 - certificate developed for consulting psychologists

1939 - AAAP published a Model Certified Psychologist Act clearly influenced by the criteria used in PA and NY by the SEA for school psychologists

1947 - the American Board of Examiners in Professional Psychology (ABEPP) began to award diplomas in clinical, counseling, and industrial psychology

1947-49 APA begins accreditation of clinical training programs.

1949 - Bolder conferees (Raimy, 1950) establishs scientist-practitioner model and shifted the focus of clinical training to adults

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1981 - Specialty standards for clinical, counseling, industrial, and school psychology applied the general standards to these four recognized

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